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ABSTRACT

Noting that the rising demand for graduates who can use mass communications technology has led universities to seek teachers with broadcast production experience as well as academic credentials, this paper suggests ways to find such people. Reporting the findings of a review of 64 want ads appearing in "Broadcast Magazine" in a one-year period, the first section of the paper reveals that most colleges are seeking candidates with advanced degrees and broadcast experience. The second section cites data gathered in a survey of approximately 200 schools with broadcast, radio-television, broadcast journalism, or mass communication programs, showing the difficulties the schools encounter in trying to find people to meet their qualifications. The third section uses data from the same survey to document the qualifications of current faculty members, while the fourth section describes ways to develop faculty with the proper qualifications, specifically, using internships in the broadcast industry. Several examples of faculty internship experiences are cited in the section. A copy of the survey and tables of data are appended. (FL)

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Broadcast Internships--
An Important Element in a Teaching Career

Constance M. Gotsch

Universities are constantly searching for professors to teach broadcast courses, especially since the demand for graduates who can use mass communications technology has risen. The teachers universities seek must have the proper academic credentials, as well as broadcast production experience that keeps pace with expanding broadcast technologies and programming. This paper will suggest ways to find people with this combination of qualifications by examining four areas: (1) Qualifications for full-time tenure-track broadcast faculty listed in want ads, (2) The difficulty in finding people to match the job descriptions, (3) The qualifications of existing broadcast faculty, and (4) Ways to develop faculty with the proper qualifications to match job descriptions.

To study the job descriptions, a random sample of positions for full-time tenure-track broadcast faculty was drawn from twenty-six issues of Broadcast Magazine between September, 1982 and September, 1983.

Sixty-four want ads were examined for degrees required, years of teaching experience expected, and amount of professional broadcast experience necessary. Seventy-eight percent of the jobs advertised were at the assistant or associate professor rank; fourteen percent were at the associate or full professor rank; two percent were at the instructor rank; four percent were rank-dependant-upon-qualifications; and two percent were for some other kind of contract, such as visiting professor or a one-year fill-in for a person on leave.

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Forty-eight percent of the universities searching for teachers expected at least one year of teaching experience. Seventy-six percent wanted the candidate to have a masters degree or a Ph.D. Twenty-three percent said they would consider a candidate with a masters degree, but preferred one with a Ph.D. Twenty-five percent of the schools said they would only consider candidates with Ph.D.s. Ten percent said they would consider a candidate with a masters degree and professional broadcast experience. One percent said they would consider professional experience in lieu of any advanced degree.

Clearly, schools want advanced degrees. However, they desire professional broadcast experience as well. Seventy-percent of the schools looking for teachers asked for advanced degrees along with one to several years of broadcast experience. Fifty-three percent wanted advanced degrees, broadcast experience, and prior teaching experience. Eighteen percent wanted research experience along with professional broadcast or teaching experience. Forty-two percent wanted research, teaching, and professional experience, as well as an advanced degree.

Finding a person with the proper combination of these qualifications might prove very difficult, since to accumulate enough experience in broadcasting to teach it properly takes almost as many years as to get the advanced degree required to work in academe. Therefore, a faculty member may have the academic credentials to teach broadcast theory but no experience to teach practical aspects of the field, or a faculty member may have the practical experience to teach day-to-day station operations without the ability to fit these experiences into the wider academic paradigm.

It is important for a school teaching broadcasting to address both areas, because many station managers wish to see college graduates with strong

backgrounds in day-to-day station operations, especially in sales. Universities must find professors who can teach to both areas.

To find out how universities can do this, a survey was sent to schools having broadcasting, radio-television, broadcast journalism, or mass communications programs. Program heads were asked to identify how many full-time tenured or tenure-track men or women taught production or sales, how many full-time tenured or tenure-track men or women had professional experience in production and sales, and how many full-time tenured or tenure-track men or women had either a masters or a doctorate degree. Program heads were also asked how difficult it was to find men and women with these qualifications.

The sample for study (308) consisted of the entire population of schools listed in Lovejoy's College Yearbook, 1983 edition, as having radio-television, broadcasting, or mass communciations programs. Each school was asked whether or not its program still existed and whether or not the program employed full-time tenured or tenure-track faculty. If the program had been phased out or if the program did not include full-time tenured or tenure-track faculty, the school was asked to return the survey and was removed from the sample.

If the school had a broadcast, radio-television, or mass communication program and full-time tenured or tenure-track faculty, the program head was asked how many of these faculty were women. If the program had no women the head was asked to assess how difficult it was to find men or women with professional broadcast and teaching experience.

If the program had full-time tenured or tenure-track women, the head completed the entire survey to indicate how many men and women had production or sales experience and how many men and women had at least one year's broadcast sales or broadcast production experience.

The survey was mailed to the full sample. Three weeks later, those who had not responded received a second mailing. Of the 308 schools, twenty-one

either had phased out their programs, had no full-time tenured or tenure-track faculty, or had not filled out the survey correctly. These were removed from the sample, leaving 287 schools. Of these, 217 returned either the first or second survey for a 75% response rate.

When asked how difficult it was to find men and women with professional sales experience and masters or doctorate degrees, fifty-four percent of the sample said it was "very difficult" to find men with masters or doctorates and professional sales experience. Twenty-five percent said it was "difficult" to find such men. Thirteen percent did not know whether it was hard or easy to find men with professional sales experience and four percent said it was "easy" or "very easy' to find men with advanced degrees and professional sales experience. It will be noted that for the questions concerning the difficulty of finding men or women with sales or production experience, a "don't know" category was added when the surveys were returned. Several respondants indicated that they had not looked for such people. Some indicated that they did not offer production or sales courses and some said that part-time teachers from the broadcast industry handled production and sales courses.

Schools were also asked how difficult it was to find women with either masters or doctorate degrees and professional sales experience. Twenty-eight percent of the sample said it was "very difficult" to find women with professional sales experience and advanced degrees. Twenty-two percent said it was "difficult" to find such people. Thirty-eight percent did not know if it was hard or easy to find women with professional sales experience and advanced degrees. Twelve percent claimed it was "easy" or "very easy" to find such women.

The comparison Chi-Square analysis was not significant at the .05 level, though it appeared easier to find women than men with advanced degrees and one year sales experience.

When asked how difficult it was to find men with advanced degrees and professional broadcast production experience, twenty-nine percent of the respondants said it was "very difficult" to find such men, while twenty-eight percent said it was "difficult" to find them. Twenty-four percent did not know how difficult or easy the task was, and seventeen percent thought it was "easy" or "very easy" to find men with professional production experience and advanced degrees.

Thirty-six percent of the respondants said it was "very difficult" to find women with advanced degrees and production experience. Twenty-eight percent said it was "difficult' to find them. Twenty-three percent could not estimate the ease or difficulty of the task, and eleven percent said it was "easy" or "very easy" to find women with advanced degrees and professional production experience. When the difficulty of finding men and women with advanced degrees and professional production experience was compared, the difference was significant at the .05 level.

When asked how many men teaching in a school's broadcast program had either a masters degree or a doctorate, twenty-two percent of the program heads said they had one such man. Thirty percent said they had two men with either degree. thirty-six percent had three or more men with either degree teaching in their programs, and six percent had no men with either a masters or doctorate degree.

When asked if they had women with an advanced degeee, sixty-two percent responded that they had one woman with either a masters or a doctorate. Twenty-three percent had two women. Ten percent had three or more women with either degree teaching in a broadcast program. Two percent had no women with advanced degrees teaching in their broadcast programs. The differences were significant at the .05 level when subjected to Chi-Square anlaysis.

When asked how many full-time tenured or tenure-track men had at least one year sales experience in an advertising agency, television station, radio station, or related field, twenty-five percent of the schools said they had none teaching in their programs. Forty-eight percent said they had one, and fifteen percent said they had two. Eight percent had three or more full-time tenured or tenure-track men with one year sales experience in an advertising agency, television station, radio station, or a related field.

Sixty-two percent of the schools said they had no full-time tenured or tenure-track women with one year sales experience either in an advertising agency, broadcast station, or related field. Thirty-one percent said they had one woman, and four percent said they had three or more women. When subjected to a Chi-Square analysis, the difference was significant at the .05 level.

Schools were also asked to indicate how many tenured or tenure-track faculty had at least one year's production experience in commercial radio or television, public radio or television, or commercial production houses. Twenty-five percent of the schools indicated that they had no men. Thirty-three percent stated that they had one tenured or tenure-track man with production experience. Twenty-one percent said they had two Sixteen percent had three or more such men.

Thirty percent said they had no tenured or tenure-track women with production experience. Thirty-seven percent had one woman. Sixteen percent had two or more, and twelve percent had three or more tenured or tenure-track women with one year of production experience. The Chi-Square comparison was significant at the .05 level.

A comparison was made between professional experience in sales or production and number of men and women with advanced degrees teaching in those areas.

When asked whether full-time tenured or tenure-track faculty taught production courses, sixty-four percent said they had one tenure-track woman teaching procution, but only thirty-six percent said they had one woman with one year of professional production experience. Seven percent of the respondants said they had two women teaching production; thirty percent said they had two women with production experience. Seven percent said they had three or more women teaching production; thirty percent said they had women with production experience on staff.

Eleven percent of the sample said they had no tenured or tenure-track men teaching production; six percent reported having tenured or tenure-track men with advanced degrees and production experience. Twenty-three percent reported one man teaching production; fifty-four percent reported having one on staff with production experience. Twenty percent had two men teaching production; twenty-five percent had two men with production experience. Twenty-eight percent had three or more men teaching production, and ten percent reported having three or more men with production experience. However, these comparisons were not significant at the .05 level.

When sales was examined, nine percent of the program heads reported having one woman teaching sales; twenty-nine percent said they had one woman on the staff with sales experience. The comparisons were significant at the .05 level.

Sixty percent of the schools said they had not men teaching sales, but only thirty-three percent reported no men with sales experience. Thirty percent said they had one man teaching sales. Thirty-five percent said they had one man with sales experience. Three percent said two men taught sales; fourteen percent said they had two men with sales experience. Two percent

had three or more men teaching sales; fifteen percent said they had men with sales experience. The comparison was significant at the .05 level.

Several interesting conclusions come from this study. More schools reported it "very difficult" or "difficult" to find men with masters degrees or doctorates and sales experience than reported it "very difficult" or "difficult" to find women with the same qualifications. More schools reported not knowing how difficult it was to find women than reported not knowing how difficult it was to find men. More schools reported that they had an "easy" or "very easy" time finding women with advanced degrees and sales experience than they did finding men with similar qualifications. While these results were significant, it should be noted that seventy-five percent of the schools rated men with sales experience and advanced degrees "very difficult" or "difficult" to find. Fifty percent of the schools rated women with advanced degrees and sales experience "very difficult" or "difficult" to find.

In production, more schools reported that it was "very difficult" or "difficult" to find women with advanced degrees and production experience than reported it "very difficult" or "difficult" to find such men. More schools reported not knowing how difficult it was to find women than it was to find men, and more schools reported that it was "easy" or "very easy" to find men rather than women.

While the differences were significant, a little over half the schools reported it "difficult" or "very difficult" to find both men and women with advanced degrees and professional sales experience.

It may be easier to find qualified people to teach production than it is to find sales. However, it is in general more difficult to find people with both academic degrees and broadcast skills to teach in universities.

When one tenured or tenure-track person teaches in a broadcast program, that person tends to be a woman. However, as the number of people either tenured or on tenure-track rises, more are men than are women.

When professional broadcast qualifications of existing faculty were examined, program heads reported that when one person taught in a broadcast program more schools said they had one woman with one year's production experience than reported one man with the same background. However, as the numbers of people teaching in the program rose to two or more, men outnumbered women. Perhaps existing programs, large and small, have historically drawn on men for faculty. Now, as large programs expand and small ones develop or experience faculty turnover, women are being added.

Looking at sales, there appear to be more full-time tenured or tenure-track men with sales experience than full-time tenured or tenure track women with the same qualifications, but the results are not significant.

More program heads reported men and women with sales experience on staff than actually reported having women teaching sales.

More schools reported having men with production experience than teaching production, though the results were not significant. More women were reported teaching production courses than actually having experience in the area, when one person was teaching in the department. However, when programs got larger, there were more women with production experience than actually teaching production. These results were significant. It appears that professional broadcast experience does not always determine who teaches production and sales courses in university broadcast, mass communication, or radio-television programs.

It appears that two items must be addressed when approaching the problem of developing faculty with broadcasting experience. First, such people

must be found, and second, existing faculty members with those qualifications must be used more extensively to bring credibility to broadcast classes. Further, if professors with broadcast experience do not keep working in the area, their skills will become outdated because of rapidly expanding technology upon the entire broadcast business. Ways must be found to both qualify academics to teach broadcastng, and to make use of their existing talents.

The process is difficult, first because the broadcaster often makes more money than the college professor. Few experienced people want to leave the industry for the university. Therefore, bringing experienced people from broadcasting to the university on a full-time basis will be difficult.

The second difficulty lies in trying to merge bradcasting and academic careers, which often involve two very difference disciplines as well as years of practice to perfect skills. Also, philosophical problems arise when trying to join academic and professional disciplines. To upgrade professional skills, a university teacher needs to involve himself/herself in various kinds of broadcasting activities, including working at a station. This may, of course, require faculty to take periodic leaves from the university. However, it is sometimes difficult to match the particular skills needed to be a professional broadcaster to the needs of academic study, as the author discovered while trying to write a grant to finance a summer internship to learn ENG editing and production.

The answer to the dilemma of merging professional broadcast skills with academic requirements might be in the area of faculty development. There are many avenues for professional development that do not have to conform to the traditional framework of academic study. One might be an intership. Universities send professors of industrial arts on internships (Lockwood and Israel, 1982). They could do the same for broadcasting professors.

Traditionally, college and university mass communications programs have stressed student broadcast internships. However, these same departments have paid little or no attention to internships for faculty wishing to upgrade skills in the rapidly changing broadcasting industry. A search of literature including ERIC, CIJE, and The Reader's Guide to Periodic Literature revealed only three articles relating to specific broadcast internships. A fourth article discussed faculty development.

The articles on broadcast faculty internships extolled the experiences as chances to learn about the industry. Richard Goadkoop (1983) described an internship he took at a broadcast station just after finishing his degree. He had worked parttime in local radio while in school. Now he found himself lacking television experience, an important professional area for teachers of broadcasting. He set up an internship with a television station asking for the widest experience possible. Over one summer, he worked in sales, production, and news. Though the station didn't pay him, his university granted him a stipend equal to the pay for one summer course.

He called faculty internships ideal for university professors for several reasons. First, internships could be arranged at the faculty member's convenience. Second, they could be arranged to develop certain skill areas for the faculty member. Third, they could be funded in a variety of ways--through grants, stipends, or small salaries at the station (Goadkoop, 1983).

Goadkoop developed an internship to increase his skills as a producer of televised information. Chuck Sherman (1983) developed an internship to upgrade his skills in station management. He worked with the Forward Communications Corporation in Wausau, Wisconsin.

He generally assumed that faculty members approached stations when setting up internships. The broadcast station approached Sherman with the

idea for the internship and arranged for him to work at the corporate level, making Sherman's experience somewhat unique (Sherman, 1983).

In return for the learning experiences, Sherman helped the station by suing his own expertise in the areas of FCC Regulation and Audience Research, both of which he had taught for many years. He was able to both evaluate the accuracy of research done for the station by a local ratings firm and help the station develop a policy for handling matters related to FCC regulations (Sherman, 1983).

As further payment for his services, the station provided Sherman room and board, a small stipend, and transportation to and from home on weekends. During the week he lived in Wausau (Sherman, 1983).

Sherman received the most intensive part of his training in financial aspects of management, learning how to make projections for national sales and how to conduct budget reviews. He also gained a better understanding of network operations, the syndication process, and network/affiliate relationships. He gained insight into Wausau as a community by involving himself in many station activities such as Chamber of Commerce breakfasts, luncheon meetings with community leaders, and the like (Sherman, 1983).

Sherman had several suggestions for faculty members desiring internships. He thought faculty members ought to have basic knowledge in the areas where they would work. For example, he wished he had taken an accounting course before working at the station. He suggested that faculty members write reports to management to help quantify and codify the learning process, and that interns and station managers develop contracts outlining specific duties and responsibilities for each side (Sherman, 1983).

Sherman's suggestions were somewhat similar to Mary Anne Heller's (1980), another faculty member who interned one summer. She worked at

WTNH-TV, New Haven, Connecticut, doing general news, production, and sales work.

She proposed that all interns be paid by the stations involved thus insuring greater commitment to the internship by both faculty member and station manager. The faculty member needed to clearly state what skills he/she had to offer the station and what skills he/she wished to learn. The station needed to specify skills expected of the entering intern and skills to be taught by the station (Heller, 1980).

Heller suggested that internships could be developed from a number of sources including state and national broadcast assocaitions which might be persuaded to pay part of the cost of the internship. The strength of this appraoch is the financial compensation to the professor which can be quite high. Developing an internship with a professional organization creates a framework for future internships (Heller, 1980).

The drawback was the amount of time and paperwork required to set up the internship. Further, professional organizations might place limitations or guidelines on internships that the faculty member might have to meet. These limitations might negatively affect the faculty member's experience at the station (Heller, 1980).

These articles brought up several points concerning faculty internships, some of which were confirmed by the author's recent experience as an intern/producer at New Jersey Public Television.

In return for learning to edit and shoot ENG footage, the author did some badly needed research for the station and created two five-minute documentaries for the nightly news program. She was strictly a volunteer, and when not working on the stories, was free to chat with other people in other departments in order to get a clear picture of how a major market public station worked.

Generally, the internship worked well. Not being paid neither lessened the author's commitment to learning nor the station's commitment to teaching. However, the author would have liked to become more involved in the production process. She was only allowed to do two stories the entire summer and felt she spent a lot of time reading the newspaper when she could have been assigned other duties. Perhaps a joint appointment between two departments would have been of more benefit to her.

She strongly suggests that faculty members find some funding for their internships if at all possible. However, the summer was well worth and effort and expense. The author learned not only about ENG production, shooting, and editing, but also about CMX, a computerized form of editing. She hopes to set up an internship in sales this year.

The importance of faculty internships in technological fields like broadcasting is obvious. The technology is changing so fast that faculty members must keep themselves up to date as to its use. Constant professional development is required.

Lockwood and Isreal (1983) outlined a proposal for faculty development for Illinois State University. while developed for the school's Industrial Arts Department, the model could be adapted to a mass communications department.

ISU created a professional development center supported by a grant from the Kellogg Foundation. Faculty members could write proposals asking for one semester's or one summer's leave to upgrade skills in technical areas. The Industrial Arts Department paid half the faculty member's salary and the professional development center paid the other half. The Industrial Arts Department then hired parttime instructors to fill the faculty member's place until he/she returned. At the end of the leave, the faculty member evaluated his experience and made suggestions for others seeking similar experiences

within the same area of expertise. Overall, ISU was satisfied with the program and planned to continue it if possible (Lockwood and Isreal, 1982).

The faculty internship allows the faculty member to blend as much as possible the worlds of academe and broadcasting. Students benefit, the broadcast industry is happy with graduates coming from departments where faculty members have day to day experience in broadcasting, and high academic standards are upheld by developing the technical expertise of people with advanced academic degrees.

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TABLES

Rank for Full-Time Tenure-Track Teaching Jobs

Instructor	2%
Assistant/Associate	78%
Associate Full	14%
Rank by Qualification	4%
Other	2%

Expected Degree and/or Broadcast, Teaching, or Research Qualifications

Masters/Doctorate	72%
Doctorate Preferred	23%
Doctorate Only	25%
M.A./Professional Experience	10%
Professional Experience	1%
Teaching Experience	46%
Ph.D./M.A./ Teaching and Professional Experience	53%
Research, Broadcast, Teaching Experience	18%
M.A./Ph.D./Research, Broadcast, Teaching Experience	42%

Difficulty of Finding People with Advanced Degrees and One Year Professional Broadcast Sales Experience

	VD	D	DK	E/VE
Women	36%	30%	20%	11%
Men	54%	25%	13%	4%

Chi-Square 31 Significant .05

Difficulty of Finding People with Advanced Degrees and One Year Professional Broadcast Production Experience

	VD	D	DK	E/VE
Women	36%	30%	20%	11%
Men	29%	28%	24%	17%

Chi-Square 165 Significant .05

People with Masters or Ph.D. Degrees Teaching
In Broadcast Programs

	None	One	Two	Three or More
Women	2%	62%	23%	10%
Men	6%	22%	30%	36%

Chi-Square 83.6 Significant .05

Full-Time Tenured or Tenure-Track People with One
Year Sales Experience

	None	One	Two	Three or More
Women	62%	31%		4%
Men	25%	48%	15%	8%

Chi-Square Significant .05

Full-Time Tenured or Tenure-Track People with One
Year Production Experience

	None	One	Two	Three or More
Women	30%	37%	16%	14%
Men	25%	33%	21%	16%

Chi-Square 103 Significant .05

Full-Time Tenured or Tenure-Track Women Teaching Sales and Women
With Advanced Degrees and One Year Sales Experience

	None	One	Two	Three or More
Tenure	90%	9%		
Experienced	69%	29%		

Chi-Square 13.4 Significant .05

Full-Time Tenured or Tenure-Track Men Teaching
Sales and Men with One Year Sales Experience

	None	One	Two	Three or More
Tenure	62%	30%	3%	2%
Experienced	33%	35%	14%	15%

Chi-Square 79 Significant .05

Full-Time Tenured or Tenure-Track Women Teaching
Production and Women with One Year of Production Experience

	None	One	Two	Three or More
Tenure	24%	64%	7%	4%
Experienced	3%	36%	30%	30%

Chi-Square 165 Significant .05

Full-Time Tenured or Tenure-Track
People Teaching Production

	None	One	Two	Three or More
Women	11%	23%	20%	26%
Men	6%	54%	25%	7%

Chi-Square 168 Not significant at .05

According to the 1983 edition of Lovejoy's College Guide, your school has a broadcast, mass communications/journalism, or radio television program. Is this information correct?

YES NO

IF NO, PLEASE RETURN THE QUESTIONNAIRE. IF YES, GO ON. PLEASE CIRCLE THE APPROPRIATE ANSWER.

1. How many of your broadcast, mass communication/journalism, or radio television faculty are full-time tenured or full-time tenure-track?

0 1 2 3 4 5 6 7 8 9 10 more than 10

IF NONE ARE FULL-TIME TENURED OR TENURE-TRACK, PLEASE RETURN THE QUESTIONNAIRE. IF SOME ARE FULL-TIME TENURED OR TENURE-TRACK, GO ON. PLEASE CIRCLE THE APPROPRIATE ANSWER.

2. How many full-time tenured or tenure-track faculty are women?

0 1 2 3 4 5 6 7 8 9 10 more than 10

IF NONE ARE WOMEN, GO TO QUESTION 13. IF SOME ARE WOMEN, GO TO QUESTION 3. PLEASE CIRCLE THE APPROPRIATE ANSWER.

3. How many full-time tenured or tenure-track women have a doctorate or master's degree?

0 1 2 3 4 5 6 7 8 9 10 more than 10

4. How many full-time tenured or tenure-track men have a doctorate or master's degree?

0 1 2 3 4 5 6 7 8 9 10 more than 10

5. How many full-time tenured or tenure-track women teach sales?

0 1 2 3 4 5 6 7 8 9 10 more than 10

6. How many full-time tenured or tenure-track men teach sales?

0 1 2 3 4 5 6 7 8 9 10 more than 10

7. How many full-time tenured or tenure-track women teach production?

0 1 2 3 4 5 6 7 8 9 10 more than 10

8. How many full-time tenured or tenure-track men teach production?

0 1 2 3 4 5 6 7 8 9 10 more than 10

OVER

9. How many full-time tenured or tenure-track women have at least one year sales experience in an advertising agency, television station, radio station, or related field?

0 1 2 3 4 5 6 7 8 9 10 more than 10

10. How many full-time tenured or tenure-track men have at least one year sales experience in an advertising agency, television station, radio station, or related field?

0 1 2 3 4 5 6 7 8 9 10 more than 10

11. How many full-time tenured or tenure-track women have at least one year production experience in commercial radio or television, public radio or television, or an audio or video production house?

0 1 2 3 4 5 6 7 8 9 10 more than 10

12. How many full-time tenured or tenure-track men have at least one year production experience in commercial radio or television, public radio or television, or an audio or video production house?

0 1 2 3 4 5 6 7 8 9 10 more than 10

13. How difficult is it to find women with doctorates or master's degrees and professional sales experience?

VERY DIFFICULT DIFFICULT EASY VERY EASY

14. How difficult is it to find men with doctorates or master's degrees and professional broadcast sales experience?

VERY DIFFICULT DIFFICULT EASY VERY EASY

15. How difficult is it to find women with doctorates or master's degrees and professional broadcast production experience?

VERY DIFFICULT DIFFICULT EASY VERY EASY

16. How difficult is it to find men with doctorates or master's degrees and professional broadcast production experience?

VERY DIFFICULT DIFFICULT EASY VERY EASY

This is all the information I need. Thank you very much for your time.

Would you like the results of this survey?

YES NO

Survey Response and Sample

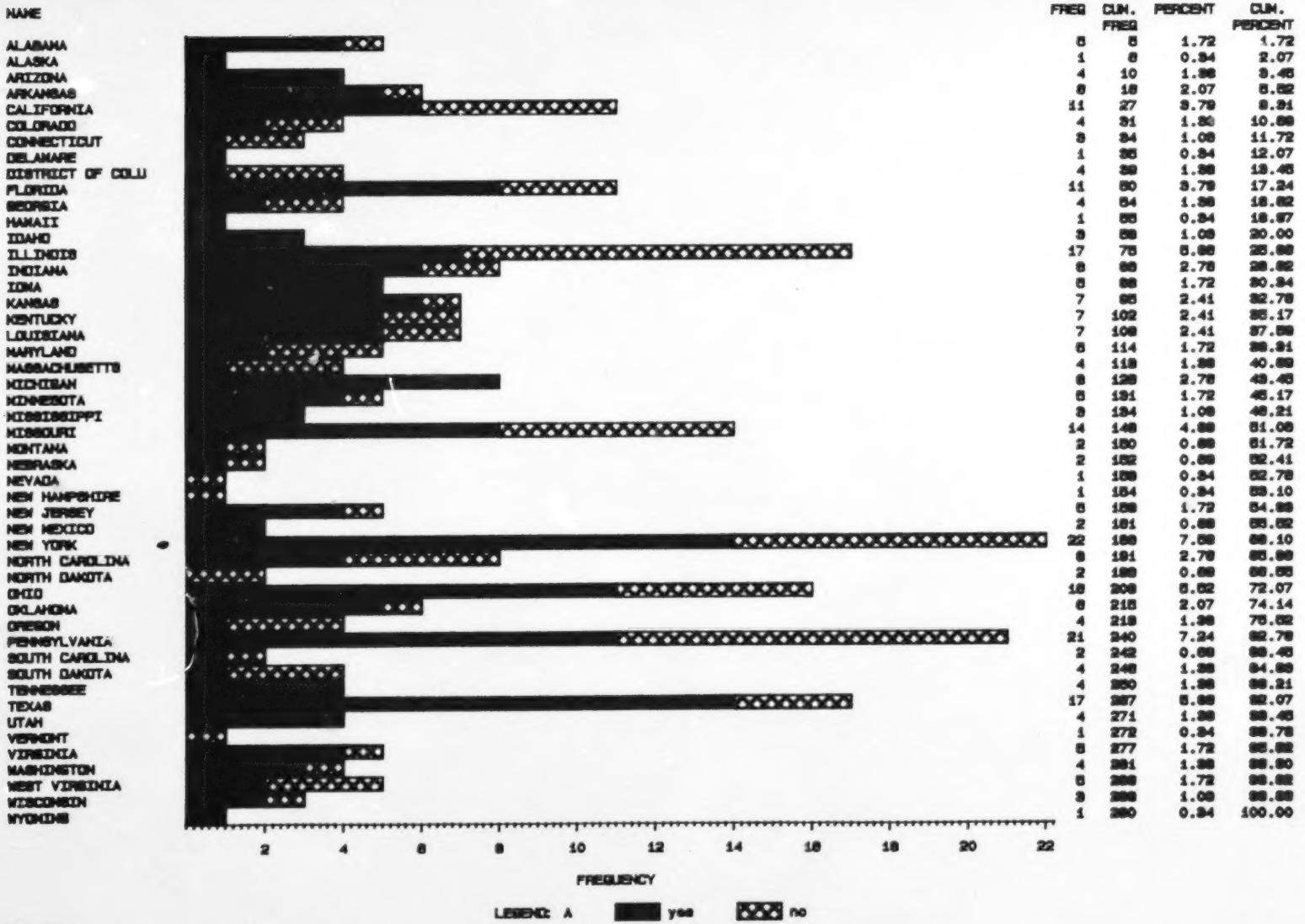

Figure 1.
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